Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Oracy has remained a focus in our School Improvement Plan. Through our participation with Voice 21, we have laid the foundations for an oracy curriculum through which there is now a shared vision, shared understanding of the oracy framework and a shared desire for high expectations. Our oracy lead and champion have been trained to deliver CPD and have visited a centre of excellence in order to replicate good practice models. We have chosen the 'elevate' programme for our second year focus of our three year support. This will allow us to focus on embedding oracy into our subject curriculum.

With a high number of pupil premium children, our focus is to improve attainment outcomes for those in line with all of our pupils.

- Whole school reading attainment for disadvantaged pupils will be at least 55% by the end of the academic year.
- Whole school writing attainment for disadvantaged pupils will be at least 50% by the end of the academic year.
- Whole school mathematics attainment for disadvantaged pupils will be at least 45% by the end of the academic year. This year we have split Years Four and Five to enable us reduce class sizes to allow for single year groups to be taught in mathematics to provide Quality First Teaching.
- Whole school combined attainment for disadvantaged pupils will be at least 40% by the end of the academic year.
- Improved the combined attainment score in all year groups from the previous year for our disadvantaged pupils.

Analysis of data shows that the whole school (Year One -Year Six) Pupil Premium attainment figure for reading rose slightly at 54.4% in line with our 55% target. Writing remained broadly in line with last year at 46.7% although mathematics attainment rose from last year at 48.9% . Although the overall combined figure rose to 39.4% this year from 31% last year.

Building upon strong foundations, our phonics outcomes for disadvantaged pupils stands at 85%, higher than the non-disadvantaged children at 80% and in line with the overall national average at 80%, demonstrating an effective and strategic approach to the teaching of phonics.

Attendance has once again been a key priority. Using our DfE '*Attendance Summary Report*' Using the '*Similar Schools comparison Report'* up to **Monday 25th May,** we can see that our attendance is above similar schools means average of 91.6% at 95% for pupils accessing free school meals, which is an increase from 94.6% in 2024/2025.

The percentage of disadvantaged pupils who are persistently absent was 8.4% which is 1st of 21 schools and 14.3% less than the persistent absence of similar schools at 22.7%. Due to the attendance strengths and attendance being consistently higher than similar schools, there have been no areas for the school to focus on.

Due to a rigorous system of monitoring and implementation of small changes the school has worked hard to achieve and sustain positive attitudes to learning from all children, particularly our disadvantaged pupils. We have made reasonable adjustments to our reward systems so we do not penalise those children who have missed sessions due to medical appointments or special circumstances. We had 74 pupils attend our Forest School Day, of which 85.14% were pupil premium children.

There has been a slight decrease in the number of 'reds' (sanctions) received this year, for behaviour. To target the children who had received a number of reds and oranges within a half term a new system of monitoring has been put into place. Class teachers now look for patterns and possible trends over the half term to identify possible trigger points for specific children. The SLT have scheduled meetings with parents/carers to discuss strategies to encourage positive attitudes and avoid further incidents of poor behaviour. This has resulted in a slight reduction in the number of recorded 'red' incidents on our behaviour chart. When some pupils have displayed very challenging behaviour, staff have been consistent and have applied the behaviour system rigorously.

Children are able to access the appropriate support to enable them to enjoy and fully benefit from their time in school both socially, behaviourally and academically from a variety of sources coordinated by our Inclusion 'Take Care' Team and a robust curriculum that focuses on personal development.

We have increased enrichment opportunities for our disadvantaged pupils and ensured our wider curriculum exposes these pupils to a range of experiences, highlighting this in a school overview that outlines each class offer. We have provided every Year Five and Six pupil with Whole Class Ensemble Teaching of ukelele instruments and in school recorder teaching. The children provided a concert for the school in the summer term for their parents/carers. All children had the opportunity of a minimum of one offsite visit in each class, which Pupil Premium pupils were able to attend, regardless of their financial situation, including all children in Years Three to Six have been offered a free residential opportunity, however our Year Three overnight sleep had to be postponed due to the amber heat alert. Our Kestrels class were able to experience cultural and religious diversity by visiting an inner city school in Nottingham and our Year Six children were able to inspire further educational aspiration and ambition by visiting Derby university.

We have run 24 free clubs this academic year, offering 384 places. 60 (58%) children attended at least 1 of these clubs. Most attended more than one. 83% of these children are pupil premium, however on further investigation only 60% of the total PP children accessed the clubs. This is to be addressed with the children in the next academic year.